

# **SCAAC Meeting Minutes**

**(School Curriculum, Assessment, and Accountability Council)**

January 14, 2002

State Board Room

Capital Plaza Tower, Frankfort, Kentucky

## **Committee Members:**

Jamie Bowling

Dale Campbell

Kay Freeland

Suzanne Guyer

Varetta D. Hurt

Benny Lile, Chairman

Gary Mielcarek

Eleanor Mills

Henry Ormsby

Roger Pankratz

Robert Sexton

Linda Sheffield

H. M. Snodgrass

Roxie R. Tempus

J. Maynard Thomas, Vice-Chairman

Two (2) Open Positions

## **SCAAC Agenda**

	<b>Agenda Items</b>	<b>Presenters</b>
	<b>Call to Order</b>	<b>Benny Lile</b>
<b>1.</b>	<b>Roll Call</b>	<b>Roger Ervin</b>
<b>2.</b>	<b>Approval of November 12, 2001 Meeting Minutes</b>	<b>Benny Lile</b>
<b>3.</b>	<b>High Performing High Poverty Schools</b>	<b>Robert Sexton</b>
<b>4.</b>	<b>Linking Teacher Performance to Student Learning</b>	<b>Roger Pankratz</b>
<b>5.</b>	<b>Education Assessment and Accountability Review Subcommittee – Recommendations on Monitoring Continuous Progress of Students</b>	<b>Michael Miller</b>
<b>6.</b>	<b>Seven-Districts (AEL-KDE Co – Venture in Improving Performance of Minority Students)</b>	<b>Michael Dailey</b>
<b>7.</b>	<b>Update on Longitudinal</b>	<b>Scott Trimble and Cindy Owen</b>
<b>8.</b>	<b>No Child Left Behind Act of 2001</b>	<b>Scott Trimble, Cindy Owen, and Gene Wilhoit</b>
<b>Adjournment</b>		

**Call to Order****Benny Lile**

Chairperson Benny Lile called the meeting to order at 9:07 a.m. EST.

**1. Roll Call****Roger Ervin**

The membership roll was called with the following members present:

Dale Campbell  
Kay Freeland  
Suzanne Guyer  
Varetta D. Hurt  
Benny Lile

Gary Meilcarek  
Eleanor Mills  
Henry Ormsby  
Roger Pankratz  
Robert Sexton

Linda Sheffield  
H. M. Snodgrass  
Maynard Thomas

**Presenters:**

Michael Dailey, Office of Supportive Learning Environments, Kentucky Department of Education

Michael Miller, Division of Curriculum Development, Kentucky Department of Education

Cindy Owen, Office of Assessment and Accountability, Kentucky Department of Education

Scott Trimble, Office of Assessment and Accountability, Kentucky Department of Education

Gene Wilhoit, Commissioner of Education, Kentucky Department of Education

**In Attendance:**

Appalachia Regional Educational Laboratory: Debbie MacDonald

Kentucky Department of Education: Roger Ervin, Linda Frazer, Brenda Withrow, Ivan Zabilka

Kentucky Education Association (KEA): Sharon Felty Comer, Frances Steenbergen  
Legislative Research Commission, Office of Education Accountability: Gerald Lunney  
Pritchard Committee for Academic Excellence: Cindy Heine

## **2. Approval of November 12, 2001 Meeting Minutes**

**Benny Lile**

### **SCAAC Motion:**

Committee members reviewed the minutes from the November 12, 2001 meeting. Linda Sheffield made a motion to approve the November minutes as written. The motion was seconded by Kay Freeland. The Committee voted and the motion passed without opposition.

## **3. High Performing High Poverty Schools**

**Robert Sexton**

### **SCAAC member comments:**

Robert Sexton shared a presentation on "What has happened in ten years of school reform". The presentation provided new data from the Education Trust with analysis data from the Prichard Committee and the Kentucky Association of School Councils. The report has data from every state in the nation. The report also shows that students attending schools with high poverty levels can learn at high levels. The Kentucky's High Flying schools are cited as one-third of the 130 schools that are classified as poverty schools.

Some of the significant points in the report are:

- 1980 census rankings have Kentucky:
  - 50<sup>th</sup> in the nation on teacher salaries.
  - 50<sup>th</sup> in the nation for Adults with a High School diploma.
  - 49<sup>th</sup> in the nation for Adults that have graduated from College/University.
- The 1980 census figures show 53.1% of Kentucky Adults having a High School diploma. By 1998 the number of Kentucky Adults with High School diplomas has risen to 77.9%.
- In 1980 Kentucky was ranked 40<sup>th</sup> in the nation for Ninth (9) grade students who graduate from High School in four years By 1997 Kentucky has improved to 30<sup>th</sup> in the nation.
- The number of students who are graduating from High School and going right to college has improved from 49.8% in 1992 to 53.1% in 1998.
- Nationally, the number of students attending private K-12 schools has increased 5% from 1989 to 1997. For the same time period, the increase in Kentucky is 3.2%

- The number of students classified proficient or distinguished in reading and mathematics on the Kentucky Instructional Results Information System (KIRIS) has increased. The comparison is for school years 1993 to 1998.
- National Assessment of Educational Progress (NAEP) – Overall, Kentucky has passed the national average for reading and is closing in for mathematics and science. Kentucky reading and mathematics scores have increased at a significant level.
- NAEP score comparisons for states in the southern region show Kentucky improving at a higher rate than the other states in the region.

The Education Trust also looked at KIRIS and Commonwealth Accountability Testing System (CATS) scores by region and statewide for student racial, gender and poverty groupings. Findings are:

- Using 1998 score results, the GAP between White (non-Hispanic) students and African-American students scoring Novice on the Mathematics and Science tests is not acceptable at all grade levels.
- The Poverty GAP between regions has slightly increased since 1992-1993.
- When Kentucky's top 20 schools in Reading are broken out by percent of Free and Reduced Lunch, some of the schools have up to 80% of their students participating in the Free and Reduced Lunch program.
- Kentucky's lowest performing schools in Reading have high student participation in the Free and Reduced Lunch program.

Committee members suggested that Department of Education staff continue the data analysis with data after 1998 since the Department is capturing student Free and Reduced Lunch information. Members investigated the possibility of linking student test results to teacher performance. KDE staff indicated that it is hard to get teacher's years of experience from the teacher database and experience is not broken out by subject area. Committee members reemphasized the desire to separate Proficient / Distinguished performance when the Department reports Kentucky Core Content Test results each September. Discussion occurred over the usefulness of separating performance levels when reviewing data over time. Members had a technical discussion over school size in the calculation of a school's accountability index.

#### **4. Linking Teacher Performance to Student Learning**

**Roger Pankratz**

##### SCAAC member comments:

Roger Pankratz presented research information on teacher preparation from 1996 to 1999. Information pertaining to the KTIP program (KY Teacher Internship Program) was shared. Members viewed charts dealing with best-prepared teachers, least-prepared teachers, and teachers' ability to address student disciplinary problems.

Roger's group surveyed 800 teachers in the state of Kansas and findings were shared. Information was provided on the Renaissance Partnership Project, the goals of the project, and participating schools. The object is to develop accountability for teacher candidates to demonstrate teaching performances. Currently Kentucky is spending no money to measure teacher performance. A hand-out was shared with committee members on a scoring rubric to measure teacher performance. The scoring rubric is a draft and has been revised.

Some of the findings are that there are ethnic issues as teachers do not know contextual factors and teachers need better assessment tools to measure learning goals.

The study in Kentucky will involve:

- Classroom Observation Elements
- Portfolio Elements
- Benchmarking Levels of Performance. Standards are set for 4 levels with indicators of Performance for each standard.

The committee was apprised of teacher education activities underway by the Council for Post-secondary Education.

#### **Education Assessment and Accountability Review**

##### **5. Subcommittee – Recommendations on Monitoring Continuous Progress of Students**

**Michael Miller**

##### KDE staff comments:

Michael Miller shared with the committee information contained in a draft document being prepared by members of the Education Assessment and Accountability Review Subcommittee (EAARS). The recommendations in current form have not been acted on by the Subcommittee. Education Commissioner Wilhoit testified before the Subcommittee on Friday January 11, 2002 at which time the recommendations were discussed. It is suggested that SCAAC may want to review and comment on the recommendations.

The report highlights what is known about successful schools, schools that prepare students for the next level of learning, and what all schools will need to do to meet the goals set by our legislature through the year 2014.

The report finds that successful schools:

- Have high expectations for the faculty, staff and students and live by the philosophy that all children can learn and will achieve.
- Use the comprehensive consolidated plan as a working document to focus their decisions.
- Provide time for collaboration among teachers to align curriculum and plan to meet the needs of individual children.
- Understand that reading is a gateway skill.
- Use continuous assessment to determine their students' progress and needs and provide continuous pathways for improvement.
- Provide additional training for teachers when needed and are eager to find new strategies that will improve their school and their teaching methods.
- Include parents in the learning process and in developing plans to meet individual student needs.

The report and recommendations build on the 2000 legislation calling for school councils to review student data by race, gender, disability, and participation in the federal free and reduced price lunch program and adopt a plan to ensure that each student makes progress toward meeting the goal.

The Education Commissioner's response to the EAARS draft report is:

- The report aligns well with the Kentucky Board of Education's strategic plan to support high student performance, high quality teaching and administration, and a strong and supportive environment for each school and every child.
- The Department has streamlined the consolidated planning process and is making training available to further help schools in the planning process.
- The recommendations focus on the important concept that teachers should know where every student is and plan instruction that will foster continuous improvement.

The Department had an external evaluation of the primary program that was conducted by a University of Kentucky researcher. The report separated schools into high performing schools, low performing schools, and improving schools:

- The findings suggest that teachers are not using the individual student assessment in a systematic manner to monitor a child's progress or influence instruction. Thus pre-service and in-service activities must focus on ways of assessing student skills as the first step in instruction and support teachers in broadening their understanding of assessment and its critical importance in quality instruction.
- Teachers in high performing schools and classrooms are provided significantly more hours for planning, professional teamwork and development. In most cases, professional development decisions reflect priorities contained in the school's consolidated plan.

The twelve recommendations in the draft report are:

1. The Department of Education is compiling and will disseminate information on best practices concerning wise use of funds. Also, providing additional time and funding for professional development planning and collaboration continues to be a priority for the state.
2. The Department of Education shall identify and disseminate information on early diagnostics, individual improvement plans for students who are not succeeding in reading and mathematics, and professional development for teachers. By January 15, 2002, the Department of Education shall make a recommendation to the subcommittee on the pros and cons of mandating an individual improvement plan for students who are not succeeding in reading and mathematics.
3. Direct the Kentucky Board of Education to review the on-going performance indicators and exit criteria for primary students to determine whether more precise definitions are needed to determine that students are prepared to meet the academic expectations for fourth grade students.
4. Direct the Kentucky Board of Education to review the Commonwealth Diploma Program to identify ways to provide additional options like dual enrollment classes that would encourage students to take a more rigorous curriculum.
5. The Education Professional Standards Board, in collaboration with the Department of Education and the Collaborative Center for Literacy, should revise the internship training and evaluation materials to enhance the intern's skills to teach reading and mathematics. Interns should be given additional time within the day for planning and professional development, including training in teaching reading and mathematics.

6. Each district shall designate a reading specialist to support the improvement of reading and literacy across the district.
7. Each school council, or if there is not a council, the principal shall select at least one teacher to be designated the building reading specialist who shall be trained if necessary and shall be responsible for collaborating with teachers to assure that they receive the technical assistance needed to assure that each child is a successful reader.
8. Each school council, or if there is not a council, the principal shall increase the focus on parent and teacher conferences, primarily at the elementary level, to assure that each student receives the attention needed to plan for his or her success.
9. The P-16 Council and its representative agencies should encourage the formation of local alliances among P-12 and postsecondary faculty within the English and mathematics disciplines to address diverse student learning needs, increase disciplinary collegiality, and work toward a seamless P-16 curriculum.
10. The General Assembly should continue the funding for the Collaborative Center for Literacy and related grant program and increase the funding when possible to expand the training opportunities for teachers in public schools.
11. The General Assembly should fund the 2002-2004 budget request of the Council on Postsecondary Education to support the P-16 council grant program provided under KRS 164.033.
12. Direct the Commissioner of Education to report to the subcommittee by January 15, 2002 regarding the need for additional funding to implement the above recommendations.

SCAAC member comments:

Discussions occurred between committee members with input from staff who attended the EAARS subcommittee meeting. The consensus opinion is that pieces of these recommendations will appear in proposed 2002 legislation. That the emphasis of the recommendations is not focused on primary, but if primary is addressed, it should also address issues at the middle school and high school. SCAAC members expressed concerns that some of the recommendations could lead to an increase in student retention rates, can be counter to reducing paperwork for teachers, will most likely be time consuming for teachers and staff to complete, will be hard to monitor, and possibly result in the development by schools of another meaningless plan that is not used.



Committee members discussed positives of the recommendations, concerns with the recommendations and issues not addressed in the recommendations. These included:

- Kentucky used to provide 10 days for staff development which has been cut back to 4 days. Schools can no longer rely on their experienced teachers to provide in service training as they are retiring. Teachers coming out of college need staff development.
- There is a need to address content reading at the High School level. Reading specialists may not be the solution.
- Professional Development is currently set up for summer. It needs to be embedded through out the school year because summer training does not get used right away.
- P-16 committee sees the need for improving student's reading and mathematics skills because too many students entering college need remediation in reading and mathematics.
- It's hard to find diagnostic tools. New teachers are lacking both skills and experience. Need to expand Professional Development while not taking teachers time out of classroom. Need to develop instructional strategies and address issues at pre-school level.
- An emphasis needs to be placed on remediation in mathematics. Kentucky has lost their cadre of mathematics specialists and mathematics leaders. Mathematics is the gate keeper for the 21st century. Mathematics is a requirement for obtaining successful jobs.
- How might technology help?
- Teacher networking is the most helpful thing. How can this be accomplished on a massive scale?
- The recommendations from this committee need to address ethnicity and social economic status, otherwise the standards approved by the Kentucky Board of Education will not be met.
- Professional Development needs to happen at the district level as well as at all schools in the district.

Kay Freeland made the motion that the committee chair summarize the points in the draft EAARS document, have committee members review the response, and then send the response to Representative Moberly. The SCAAC Response should be:

- Supportive of the emphasis on early diagnosis, but leave room for local flexibility and decision making. Promote appropriate resources into process rather than mandate specific diagnosis piece.
- Dual enrollment does not guarantee the content rigor of AP.
- Concern that technology is not addressed.
- Reading specialist may not be the answer for every school. Rather, emphasis on increased PD and ongoing training on reading.
- Concern that mathematics does not appear to have emphasis equal to that of reading in the recommendations.
- Need for additional support at the elementary/primary level to help schools bring all the pieces together as a comprehensive school program, rather than adding on additional isolated pieces.
- Need for additional district-level professional development.
- Concern that achievement gaps are not referenced in any of the recommendations.

The motion was seconded by Eleanor Mills, voted on by the committee, and passed unanimously.

<p><b>6. Seven-Districts (AEL-KDE Co – Venture in Improving Performance of Minority Students)</b></p>	<p><b>Michael Dailey</b></p>
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*KDE staff comments:*

Seven Kentucky school districts are testing strategies for ending disparity in minority student achievement. The participating districts are: Bardstown Independent, Christian County, Fayette County, Hardin County, Jefferson County, Owensboro Independent, and Paducah Independent. Christian County has recently joined the list. The original taskforces' assignment was to come up with solutions to solve/close the gap. This is not just an African-American problem, or a social economic status problem. For schools to be proficient by 2014, schools will have to address the needs for all students.

Some of the activities occurring in the participating districts are:

- Fayette County has a seven-step process to determine the steps in equitable learning. A survey about practices in the classroom has been conducted. The process started with Literacy and has evolved into a full comprehensive plan

dealing with issues on how students are engaged in school, parent participation (lack of), and how to send homework home that is not getting done.

- Hardin County is not just looking at where African American students are. They are looking at all students. Staff are currently focusing on what the assessment and other data show and how to use the findings. School safety funds are being used.
- Jefferson County is working with the URBAN League. They are researching multiple schools within the district and are looking at high performing schools with low Social Economic Status (SES) and schools with large gaps not based on SES.
- Christian County is concentrating on three of the ten goals which center around curriculum, instruction, and achievement. Staff are determining what community support is needed to improve student achievement. Schools are developing partnerships with other community organizations.
- Owensboro Independent has two schools participating: Owensboro High School and the Owensboro 5-6 Center. Schools are developing community based involvement programs. The district is studying ways to engage their large sports program to improve African-American student achievement.
- Paducah Independent has high student dropout rates. Staff is focusing on their students inability to read which is the reason they are not able to achieve.

The seven districts have developed plans based on the ten goals and have submitted their plans to the Kentucky Department of Education. The 10 goals are:

**Goal 1:** All Students in the commonwealth, regardless of race, gender, ethnic background or socioeconomic status, will have access to a rigorous curriculum and have support systems in place to ensure success in a rigorous curriculum.

**Goal 2:** Kentucky's education accountability system will include and involve all stakeholders and provide incentives to ensure minority achievement.

**Goal 3:** Minority students are to be recognized as high-achieving learners.

**Goal 4:** Communities (School boards and staff, students, parents, business leaders, religious leaders and adults without school-age children) will have opportunities, motivations and tools to develop and face issues of race and achievement.

**Goal 5:** All districts and schools will develop environments that result in respect of cultural and socioeconomic differences.

**Goal 6:** Students, teachers, counselors, administrators and parents must believe in high expectations for all students.

**Goal 7:** All pre-service, new and experienced teachers will have opportunities to expand their knowledge and skills in reaching minority students in ways that ensure high achievement for all students.

**Goal 8:** Educators will effectively use data to improve the educational achievement of all students.

**Goal 9:** Believing that all students can learn and that there are “no excuses”, all educators will take ownership to ensure that all students are challenged and motivated to achieve at high levels.

**Goal 10:** Because it is important that all students benefit from diverse experiences and that our schools represent the richness of America’s cultural diversity, all districts will show annually an increase in the diversity of staff. By 2004, staff in all school districts will be in proportion with the number of minorities with the student population.

The Department of Education is in the process of providing an equity audit. The equity audit tool is on the WEB and available to all Kentucky school districts. The Office of Supportive Learning Environments is also developing a clearing house / tool kit for assisting schools in closing the gap. The Department of Education will monitor the participating schools performance.

Documents were shared with the SCAAC members. One document was from the Office of Assessment and Accountability and provided data results with a GAP analysis for gender, ethnicity, free and reduced lunch, and disability.

Committee members discussed the reports and had comments, suggestions, and recommendation for KDE staff. These are:

- There is a huge gap in mathematics. Fayette Co. has the highest scoring African-American students in Kentucky, but the mathematics gap grows at the high school level. Is Fayette Co. looking at course offerings?
- Do African-American students have access to Advanced Placement courses? The Kentucky Department of Education has identified scholarships for African-American student to take virtual high school courses if Advanced Placement course are not offered at the student's high school.

- Does the data indicate that the achievement gap is a socio-economic status issue and not a race issue? Department staff replied that a six year data analysis has been conducted looking at free and reduced lunch data, ethnicity and gender. Free and reduced lunch is a major factor. Statistical regression analysis of the data shows that there is still a substantial difference based on race. This is not just an African-American problem or a social economic status problem. For all schools to be proficient, schools have to address the achievement gap for all students.
- Data is reported in Scale Score units and not Academic and Accountability Indexes. The dropout tables do not have numbers of students. The findings are hard to assess as most reports are based on indexes.
- Is Department staff looking to non-teachers to get involved? These include staff at the Resource Centers, Counselors, etc. Staff response is that there is strong resistance by parents to allow their children to participate. Paducah Ind. and Owensboro Ind. have teams of non-teachers to help teachers get students and parents involved. High-achieving minority students are students who attend school everyday and the student's parents are involved in their education. Administrative staff will need to change the cultural environment in many of the schools and will need to work with parents. Districts and schools will need additional resources beyond the regional center and Department support. KDE has the resources and is in process of becoming better organized to address these needs.
- In 4 to 6 years the Novice reduction requirement will become serious issue as the proportion of students in the novice category may be keeping schools from reaching proficiency.

Members were asked to provide information to the committee chair on what members want to address at the March meeting in Hardin County when the committee meets with students from schools in the pilot project to reduce the achievement gap.

## **7. Update on Longitudinal**

**Scott Trimble and  
Cindy Owen**

### *KDE staff comments:*

Cindy Owen and Scott Trimble presented a new data tool that shows a comparison of student longitudinal performance on the Kentucky Core Content Test reading assessment across the two years. The data tool is still under development but teachers that participated in longitudinal testing are excited. The tool was demonstrated to teachers at regional meetings for those schools that participated in the longitudinal testing. The tool permits data mining of results and allows performance comparisons on demographic

indicators e.g. ethnicity, gender, disability, free and reduced lunch. The Department plans to develop more tools like this.

The National Technical Advisory Panel on Assessment and Accountability has reviewed the results of the longitudinal pilot and they feel the data is reasonable. The Education Assessment and Accountability Review Subcommittee members have been kept informed of the progress on the longitudinal pilot. Schools have been provided reports including student listings. Teachers can share student results with parents.

All 5<sup>th</sup> grade schools are invited to participate in the reading longitudinal testing pilot for Spring 2002. While this is voluntary, all schools are being strongly encouraged to participate. There are also plans to test a small sample of students in reading at Grade 6. A study is also planned for testing a small sample of end-of-primary students to begin a four year longitudinal study for reading student scores from end-of-primary through Grade 6.

## **8. No Child Left Behind Act of 2001**

**Scott Trimble, Cindy  
Owen, and  
Gene Wilhoit**

### *KDE staff comments:*

Commissioner Wilhoit, Scott Trimble and Cindy Owen provided the committee with preliminary information on the *No Child Left behind Act of 2001*. The committee was cautioned that the information being shared is a summary and may not cover all the issues. Today KDE staff is providing information on the legislation and not solutions. Further discussions with the committee will happen at a future date once more information in the Act is understood.

The Act requires the assessment of students in reading and mathematics at grades 3 through grade 8. The program must be in place to assess all students by the 2005 school year. Title I has required student assessments at the elementary, middle school and high school levels. This act expands the number of grades required for accessing student learning.

Kentucky will need to address additional testing in reading and mathematics at a few grades. The Act also requires the assessment to monitor performance of groups classified by gender, ethnicity, free and reduced lunch program, and disability. There are additional reporting requirements.

The Chief School Officers will help draft the regulation(s). Kentucky Department of Education staff raised a number of issues at a recent meeting in Washington, DC and provided suggestions on solutions. Decisions will come quickly. Documents will be

before the Secretary of Education and Chief School Officer in April/May 2002 because monies become available July 1, 2002. No one wants to stop the momentum of this Act.

NAEP testing in reading and mathematics is a requirement and will happen every two years. Each State will set their own state standards and NAEP will measure progress. If a State's standards are not robust, they could face funding issues.

The Act provides for additional funding which will not significantly impact Kentucky. It is expected that the Department of Education will receive an additional \$90,000. Kentucky Local Education Agencies (LEA) will receive \$45,000,000, an increase of \$18,000,000. This is not a large increase for the LEAs, and in most cases is an increase of less than a 10%.

The Federal Government is moving monies from one program to another. The Eisenhower and Goal 2000 programs are gone. New programs are being handled through block grants. At least half the grants are going to be competitively awarded. Federal legislation for Special Education will roll out this year.

SCAAC member comments:

Benny Lile advised members that the next meeting, originally scheduled for March 11, 2002, has been changed to Monday, March 18, 2002. The meeting location is at the Hardin Co. Board of Education office. The change will permit SCAAC members to be briefed and respond to Assessment and Accountability items discussed at the National Technical Advisory Panel on Assessment and Accountability (NTAPAA) meetings held on March 14 and 15.

The following are items to be covered at the next meeting.

1. SCAAC members will meet with students who are enrolled in schools that are implementing strategies for boosting minority student achievement.
2. Further information on the Federal *No Child Left Behind Act of 2001*.

<b>ADJOURNMENT</b>
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SCAAC member comments:

Benny Lile advised that since there is no longer a member quorum, there cannot be a motion to adjourn the meeting. Benny Lile dismissed the group at 3:13 p.m. EST.